

Grade 2 “Communities”

Define the Year:

The long-term goal of the second grade social studies curriculum is developing a conceptual understanding of “community.” Students are introduced to the domains of social studies (history; physical geography; cultural geography; civics, government, and society; and economics) through the lens of their local community. Students will learn how people and events have shaped their community historically, and how current issues and future trends create both continuity and change in their town or village.

As this conceptual understanding of community grows, students can use the geographical skills and cultural knowledge acquired to make connections, through comparison and contrast, with neighboring communities as well as the global community as they are introduced to community “neighbors” near and far. Students will also become acquainted with local government, explore community laws, examine current issues, and focus on work, goods, and services as an introduction to the larger concepts of society and economics that will be built upon in later grades.

Define the Units:

Unit 1: My Community – Yesterday, Today, and Tomorrow

Unit 2: How Our Community Works

Grade 2, Unit 1: My Community – Yesterday, Today, and Tomorrow

In this unit students will demonstrate an understanding of the history of their local community by making connections between the past and the present through studying patterns of change. Students will learn about the people and events from the past that have shaped their community and how those and new influences affect their community today. Students will investigate the many reasons people choose to stay in a community or move away. Students will learn about the geography of their community.

Domains: History, Physical Geography, Cultural Geography

Overarching Essential Questions: How have people and events from the past shaped our community? What influences the geography and culture of a community over time?

Inquiry Focus: How can we investigate the characteristics of our community? How can we share what we learn?

Domain Essential Questions: What is a community? How and why do communities change over time? What are the physical and cultural characteristics of our community? Why do people remain in or leave a community?

Concepts to Emphasize: historian, community, timeline, compare, contrast, fact, opinion, environment, positive, negative, culture

Grade 2, Unit 1: My Community – Yesterday, Today, and Tomorrow

Domains: History, Physical Geography, Cultural Geography

Concepts to Emphasize: historian, community, timeline, compare, contrast, fact, opinion, environment, positive, negative, culture

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.5, 4.6 6.4,6.5 6.6	<p>H&SS1-2:8 Students connect the past with the present by...</p> <ul style="list-style-type: none"> • Describing ways that <u>school</u> life has both changed and stayed the same over time (e.g., a one room schoolhouse vs. modern schools). • Identifying how events and people have shaped their <u>schools or towns</u> (e.g., How does life change when one moves to a different town?). 	<p>Focus: Students show understanding of how humans interpret history.</p> <ol style="list-style-type: none"> 1) History shows us patterns of change in our community. <ol style="list-style-type: none"> a) What is a community? b) How is community life today different from the past? How are things the same? 	

	<p>H&SS1-2:9 Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> Collecting information about the past (e.g., through interviews, photos, and artifacts). Differentiating among fact, opinion, and interpretation of classroom situations, stories, and other media. <p>H&SS1-2:10 Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> Placing events that occurred within the school or community setting in their correct sequence. Constructing a time line of events in the history of their own or another family, or of the school or community. Identifying an important event in their lives and/or schools, and discussing changes that resulted. 	<p>2) Historians study the past by studying artifacts from long ago and comparing them to things today.</p> <ol style="list-style-type: none"> What can we find in our community that would help us understand the past? How does a storyteller's (historian) experiences change the way a story is told? How would different people tell the same story? <p>3) Our community influences the story of our lives.</p> <ol style="list-style-type: none"> How can we tell the story of the changes in our community? What might our community be like in the future? What artifacts would you leave behind to help people in the future understand you and your community? 	<p>Sort objects from long ago and today into categories. (2b)</p> <p>Sequence key events that have occurred within the community. (2a)</p>
	<p>H&SS1-2:11 Students interpret geography and solve geographic problems by ...</p> <ul style="list-style-type: none"> Identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs, and mental mapping. 	<p>Focus: Students interpret geography and solve geographic problems.</p> <p>4) A community is defined by geographic boundaries.</p> <ol style="list-style-type: none"> What geographical characteristics make our community unique? Use tools to understand the geographic features of the community. 	<p>Identify cardinal directions (3a)</p> <p>Use a simple legend to locate community landmarks on a map (3b)</p>

	<p>H&SS1-2:12 Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> Identifying ways in which they and people in the community take care of or hurt the environment. Participating in taking care of the environment (e.g., gardening, recycling). Identifying ways in which people in their community adapt to their physical environment, and discussing how these adaptations have both positive and negative effects. Recognizing reasons why friends and family move (e.g., climate, job opportunities, family ties). 	<p>Focus: Students show understanding of human interaction with the environment over time.</p> <p>5) Our environment represents the surroundings in which we live and influences our lives in our community.</p> <ol style="list-style-type: none"> What is an environment? How is our environment influenced by its geographic features? How does the environment influence the human beings who live in it? <p>6) Human beings interact with their environment and influence it in positive and negative ways.</p> <ol style="list-style-type: none"> How do human beings interact with their environment? How can these interactions be both positive and negative? <p>7) People move from one place to another for many reasons.</p> <ol style="list-style-type: none"> Why do people move? Why do some people choose to move while others find they have to? 	<p>Name two reasons why people move. (4a)</p>
	<p>H&SS1-2:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> Identifying ways culture is expressed in their communities, such as celebrations, legends, and traditions. Describing the contributions of various cultural groups to the community. 	<p>Focus: Students analyze how and why cultures continue and change over time.</p> <p>8) Culture in our community includes the beliefs, traditions, and behaviors we find among members of groups.</p> <ol style="list-style-type: none"> What is culture? Why is it important for us to study and understand it? What are some characteristics of cultures? How do we celebrate cultures within our community? 	<p>Identify two characteristics of culture (i.e. celebrations, food, customs, beliefs, housing and clothing). (4b)</p>

		<ul style="list-style-type: none"> d) How do all cultures share common characteristics? What makes cultures unique or special? e) How have various cultures influenced our community? <p>9) We form a culture and a community in our school.</p> <ul style="list-style-type: none"> a) How can our school have a culture? b) How can our classroom have a culture? c) How can we all help to make our classrooms inviting learning communities with a positive culture? 	<p>Identify cultural characteristics of the school community and the larger community. (4c)</p>
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CCSU Comprehensive Curriculum for Social Studies

Grade 2, Unit 2: How Our Community Works

In this unit students will demonstrate an understanding of the rules and laws that govern a community. They will begin to explore how people make a living in their local community and how goods and services move in and out of the area. Students will explore the various community services by examining the different roles and jobs that people have in their communities.

Domains: Civics, Government, and Society, Economics

Overarching Essential Questions: What does it mean to be a responsible citizen in our community? How do citizens work to solve problems in their community? How do people use resources in their community to meet basic needs and wants? How do communities distribute goods and services within their economic system?

Inquiry Focus: How can we investigate issues and problems in our community? How can we share what we learn?

Domain Essential Questions: What does it mean to be a citizen? How do rules and laws help us to maintain order? How are decisions made in our community? Who are community helpers? How do people become community helpers? What goods and services do different community helpers bring to our community? How do people use resources in their community to meet basic needs and wants? How do communities distribute goods and services within their economic system?

Concepts to Emphasize: government, laws, consume, produce, goods and services

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Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.9, 6.10, 6.11, 6.12, 4.1, 3.7, 3.11, 3.13	<p>H&SS1-2:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> Identifying rules or laws that solve a specific problem or apply to a specific situation (e.g., raising hands, crossing at the light, wearing bike helmet). Explaining why rules and laws are written down. Identifying the consequences of not following rules or laws. 	<p>Focus: Students show understanding of various functions of government (i.e., rules and laws).</p> <ol style="list-style-type: none"> Communities have rules and laws. <ol style="list-style-type: none"> How can we be responsible members of our community? How do rules and laws help us to have a safe and orderly community? What is law? Why are laws necessary? How do we make and enforce rules and laws? 	<p>Describe two ways you can be a responsible citizen in your community. (5a)</p>

	<ul style="list-style-type: none"> • <u>Describing characteristics of good leadership and fair decision-making and how that affects others</u> (e.g., line leader, team captain). 	<p>e) What are the characteristics of a leader and how do they help us?</p> <p>f) What is a government? How does it apply to your school and community?</p>	
	<p>H&SS 1-2:17 Students examine how access to various institutions affects justice, reward, and power by...</p> <ul style="list-style-type: none"> • <u>Identifying ways in which local institutions promote the common good</u> (e.g., <u>police enforce rules and laws, fire department, ambulances</u>). 	<p><i>Focus: Students examine how access to various institutions affects justice, reward, and power.</i></p> <p>2) Local institutions support the common good of the community.</p> <p>a) Which groups in our community help us enforce rules and keep us safe?</p>	
	<p>H&SS1-2:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • <u>Participating in activities as a buyer or seller</u> (e.g., <u>bake sale, school store</u>), and <u>discussing where goods come from</u> (e.g., <u>clothing, toys, foods</u>). • <u>Identifying jobs people do in the community, and the value these jobs bring to the community</u> (e.g., <u>road crews help keep people safe while driving</u>). 	<p><i>Focus: Students show an understanding of the interaction/interdependence between humans, the environment, and the economy.</i></p> <p>3) People in a community work in jobs.</p> <p>a) Why do people have jobs?</p> <p>b) How do the jobs we have depend upon the resources and opportunities available in our community?</p> <p>4) People have jobs that are important to their community.</p> <p>a) Why do people have jobs?</p> <p>b) How are jobs important to our community?</p>	<p>Identify jobs within the community. (6b)</p>

	<p>H&SS1-2:19 Students show understanding of the interconnectedness between government and the economy by...</p> <ul style="list-style-type: none"> • <u>Identifying some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection).</u> • <u>Describing ways in which people exchange money for goods (e.g., buying lunch or snack).</u> 	<p><i>Focus:</i> Students show understanding of the interconnectedness between government and the economy.</p> <p>5) People both consume and produce goods and services in their community.</p> <ol style="list-style-type: none"> a) What are goods and services? b) How do people buy and sell goods and services? c) What goods and services are provided in our community? d) How do goods and services contribute to the well being of a community? e) How do people use goods and services? 	<p>Give two examples of each: resources, goods, services. (6a)</p> <p>Identify choices people make as consumers and producers. (6c)</p>
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